|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Extend and compare numerical and geometric sequences and classify patterns as growing or repeating, e.g. 2, 4, 8, \_, \_, grows and the following sequence repeats: **(includes TMM Counting Around the Class and TMM Quick Images)**  1.2.3.Describe mathematical relationships and situations, involving ratios and computation of whole numbers, in all four operations with using symbols, number sentences and equations. **(onlyTMM Today’s Number and TMM Quick Images)**  1.3.4. Represent possible values by using symbols, e.g., variables, to represent quantities in expressions and number sentences. Use number sentences (equations) to model and solve word problems**.(includes TMM Quick Images)**  1.3.5. Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.( **includes TMM Quick Images)**  2.1.4.  Write and describe equivalent representations of four- and five-digit whole numbers up to 100,000 and beyond, in expanded and regrouped forms. Use the forms to support computational strategies. **(only TMM Today’s Number)**  2.1.5. Relate multiplication and division to number patterns and models of groups and rectangular arrays. **(includes TMM Quick Images-Seeing Numbers and TMM Counting Around the Class)**  2.1.6. Identify and define prime and composite numbers through the use of models including rectangular arrays, place value models and pictures.  2.1.16.    Create story problems to match a given number sentence (equation).  2.1.17.    Recall the multiplication and division facts 1 through 10.(to 12) MFF Initiative  2.2.18.    Write multiplication and division story problems involving basic facts and two- and three-digit by one-digit numbers to match a given number sentence and vice versa; solve the problems using strategies that include models and arrays and justify the solutions. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |